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ABSTRACT

The purpose of this Child Development Associate (CDA) training module, one of a series of 18, is to help the CDA intern to (1) understand the nature and importance of play as it relates to various dimensions of development, and (2) demonstrate the ability to plan and implement various kinds of play activities and situations. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on three topics related to the objectives: the function of play in the preschool environment; the role of the teacher in children's play; and the development of activities for children. Also included is a partially annotated list of books, pamphlets, films and tapes concerning children's play. (SS)

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CHILD DEVELOPMENT ASSOCIATE

PS011431

Play is Everything

OKLAHOMA C.D.A. ADVISORY COUNCIL AND OSCAR ROSE JUNIOR COLLEGE

CHILD DEVELOPMENT ASSOCIATE

The Child Development Associate Pilot Project, funded by the U. S. Department of Health, Education and Welfare, Region VI, Office of Child Development, was awarded to Eastern Oklahoma State College in the fall of 1973, where during the next two years, draft materials for competency-based training was developed. In the fall of 1975, Oscar Rose Junior College was contracted to review and revise the materials for publication. The following individuals have provided the expertise and assistance for completion of the Oklahoma Child Development Associate curriculum materials.

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CHAPTER I

INTRODUCTION

RATIONALE

Play means different things to different people. In the context of the child's life, play is living; play is a type of work.

Play, both organized play and free play (unplanned by adults), provides stimulation for growth in the child physically, socially, emotionally, and mentally. For in every activity the child has an opportunity to follow instinct and to learn while enjoying an activity.

Children should be given freedom to play both indoors and outdoors and allowed to be creative. Adult supervision and intervention should be utilized for protection rather than organization.

The types and methods of play develop from simple to complex and general to specific. No two children will play exactly the same way.

The teacher should provide both an environment which stimulates creativity in children and a curriculum which includes organized play as well as free play activities.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Competencies:

II. Advances physical and intellectual competence.

III. Builds positive self-concept and individual strength.

IV. Promotes positive functioning of children and adults in a group.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Demonstrate an understanding of the stages of play by providing appropriate equipment and activities and by guiding children to the area appropriate to their stage of development.

2. Demonstrate the value of self-selected play to the child's development through anecdotal records of these experiences.

3. Demonstrate the value of self-selected play to self-concept development in children through observation records.

4. Demonstrate the importance of play to emotional development in children through anecdotal records.

5. Demonstrate the importance of balanced indoor and outdoor play by scheduling these in the daily program.

6. Provide balanced active and inactive play in the daily program.

7. Evaluate children's development through anecdotal records during play.

8. Demonstrate the ability to enhance the quality of a dramatic play situation through teacher intervention.

9. Demonstrate the ability to plan and implement a discovery-oriented play situation.

10. Demonstrate the ability to plan and implement a situation in which work is disguised as play with an emphasis on role learning.

CHAPTER II

DEFINITIONS OF TERMS

1. Free play---Self-selected activity.

2. Initiating---Getting something started.

3. Motor skills---Skills relating to body movement which are useful for the basic activities of living and playing.

4. Movable equipment---Outdoor equipment which can be used in more than one location or position on the playground.

5. Permanent equipment---Outdoor equipment which is installed in a stationary location and position on the playground.

6. Prescribe---To dictate or order the way something must be done.

7. Sequence---The order in which something occurs.

CHAPTER III

SELF-EVALUATION

To determine your competence in this area, read through the rationale and objectives in Chapter I and check those which you can perform successfully. This will provide an indication of your strengths and weaknesses.

Discuss this evaluation with the trainer/supervisor to determine the classroom and field experiences that will enable you to demonstrate competence in each objective.

If your self-evaluation and interview indicate that you can demonstrate competence in each objective, request an advanced-standing examination from your trainer.

CHAPTER IV

THE FUNCTION OF PLAY IN THE PRESCHOOL ENVIRONMENT

RATIONALE

Play serves many functions for preschool children. It can be a primary facilitator of their intellectual growth, particularly when play is primarily of a discovery nature which promotes problem-solving abilities. Play enhances growth and development of gross motor and fine motor skills; it also helps in the regulation of vital body processes. Children's social and emotional development is facilitated as play provides a vehicle for trying out many roles and for constantly testing oneself in relations to an environment in which they can feel safe.

Activity that we call "play" can represent for the young child either the function of play or work, depending on the context in which it occurs. Children are egocentric in nature and learn best through being actively involved with things in their world. Therefore, learning is most likely to occur in a well-planned environment which facilitates discovery and learning which emphasizes play activity rather than work with children.

ESSENTIAL CONTENT INFORMATION

I. Children's play behavior develops in stages. Children progress at their own rates through each stage, but they all follow the same sequence. When teachers understand the developmental sequence of interaction play in activities, they can use this knowledge to guide children's behavior and to provide appropriate activities and equipment.

A. Solitary Play.

This is the first stage of play in which the child plays alone. Toward the end of this stage, the child may watch others play.

B. Parallel Play.

In this stage the child plays along side another child, but they do not interact. However, they seem to find satisfaction in being close to mother. Children have a great deal of trouble in sharing at this stage.

C. Associative Play.

This is the stage where children begin to play and interact with other children. Two or three is the number of children who usually make up the group. This is a form of shifting group play in which children move in and out of the group; yet the content of the play and the number of children in the group tend to remain the same. Children are just beginning to be able to share now, but not very well. They have a lot of relapses in their social behavior.

D. Cooperative Play.

As children become older, the degree of friendly behavior in play increases, and the number of children who can play together cooperatively increases. Still, there will not usually be over five in a group. They work together to build things; they engage in dramatic play with each taking a specific role. Thus, children are now better able to share and to take turns.

II. The Play and Learning Continum:

A. Types of Play.

1. Free play---Play activities selected by the children which have very little adult intervention and often have unstated adult goals. Emphasis is on discovery learning.

2. Guided play---Loosely organized activities for which initial direction is given by the teacher, but in which the interaction is primarily self-directed. Guidance and structure also come from structuring the environment. Emphasis is one guided discovery learning.

3. Directed play---Play in which the teacher is the director or leader throughout. Emphasis is on reception learning.

4. Work disguised as play---A structured, teacher-directed learning situation with definite educational goals which are incorporated into elements of play to make it more enjoyable. The emphasis is on role learning.

5. Work---A highly structured, teacher-directed learning situation with definite educational goals in which there is no element of play. The emphasis is one drill work and repetitive practice.

Note: Theorists in the field of child development generally stress the importance of the role of discovery and guided discovery play in the growth of complex, cognitive structures necessary for abstract thinking.

B. Difference Between Work and Play.

1. Play is any activity that is entered into for the sheer enjoyment that the individual receives during the activity. The emphasis is on the process rather than the product.

2. Work is an activity that is done in order to achieve some end result which could be money, praise, social acceptance, etc. The emphasis is on the product rather than the process.

3. Any acitivity can be classified as play or work depending on how the individual feels about the activity. Some activities that we call play for children are actually work for them.

C. The Importance of Discovery Play.

1. Learning is greatest when interest in high. When children have greater freedom in the selection of activities, their interest will be higher.

2. When the child learns to solve problems through an active discovery role, this helps to develop complex cognitive structures essential for higher levels of thinking.

3. When children are allowed freedom in task selection, they tend to select those which are developmental appropriate.

4. Each child can progress at an individual rate of development.

5. Children are helped to develop greater independence.

6. Children are aided in developing behavior which becomes more goal oriented.

7. Concepts are best learned when they are presented through a variety of methods and materials.

8. Children develop more positive self-concepts as they develop self-direction, self-assurance and feelings of worth through greater control of their environment.

III. Values of Play in Development:

Play, particularly discovery play, is the primary means by which the child learns about the world. However, quality play promotes the child's development in all areas, including the intellectual, emotional, social and physical areas of development.

A. Intellectual Value of Play.

1. The first stage of children's learning is the sensorimotor stage when they learn through using their senses and motoric functioning in relation to the real world.

2. Children continue to learn through use of their bodies in relation to the environment. However, play helps them advance in their intellectual development to a symbolic level where they can use one item to represent another; for example, a block becomes a gun rather than a unit for building.

3. Play promotes concept formation as the child has the opportunity to observe the changes that take place under different conditions; for instance, water takes different forms when it is hot and cold.

4. Play presents excellent situations for problem solving.

5. Experience in play situations helps increase the children's attention spans as they are able to sustain an activity for longer and longer time periods.

6. The size of the vocabulary and the use of communication skills are developed through play.

7. Creativity and imagination are developed through play experiences.

8. The relational concepts of classification, seriation and concepts of time and space are enhanced.

B. Emotional Value of Play.

1. It allows children to express negative emotions appropriately.

2. It helps them to work through emotional conflicts that they are experiencing.

3. It helps to build independence and autonomy as the children exercise control over their world.

4. It enhances their self-concepts as they achieve personal competence.

5. It allows them to fulfill needs and desires which cannot be met in other ways; they can be leaders of groups or anything else they desire in dramatic play.

C. Social Values of Play.

1. It promotes the children's socialization process as they learn to share and take turns.

2. It helps them to learn both to lead and to follow.

3. It helps children to learn to express negative feelings in ways that are socially acceptable.

4. It aids in the development of empathy or being able to see a situation from another's point of view.

5. It allows children freedom to experiment with sex role-playing which helps confirm their identities.

6. It allows them to be in situations where they can learn the natural consequences of their actions.

7. It enhances children's abilities to interact and communicate with each other.

D. Physical Value of Play.

1. It enhances the development of both large and small muscles of the body.

2. It helps children to achieve coordination and mastery of body movement through using two or more body parts together.

3. It serves as a means for rechanneling negative emotions into more acceptable behaviors.

4. It enhances children's self-concepts as they gain in the ability to perform motor skills.

5. It helps them to stay healthy through aiding in the regulation of body processes.

IV. Requirements of a Good Outdoor Program:

Outdoor play has value for all types of development, including social, emotional, physical and intellectual development. Understanding the importance of outdoor play should encourage teachers to plan it as carefully as they plan indoor play.

A. Value of Outdoor Play.

1. It provides a release from tension and pent-up emotions as children laugh, shout, run and move about with more freedom than indoors.

2. It develops social skills, such as sharing, taking turns, and playing cooperatively.

3. It develops individual motor skills through practice.

4. It enhances self-concept as motor skills are practiced and perfected.

5. It allows negative feelings to be released or rechanneled through activity.

6. It stimulates children's curiosities and desires to explore the environment.

7. It improves small motor coordination as large motor coordination is increased. This development precedes from general to specific.

8. It stimulates all vital body processes through vigorous physical activity.

B. Planning Space, Time, and Equipment.

1. Many indoor activities can be moved outdoors during pleasant weather.

Note: Many art activities can be moved outdoors with little problem, as can props for dramatic play: dolls, large blocks, books, etc.

2. Outdoor activities should be planned as thoughtfully as indoor activities.

Note: There should be a purpose for every activity.

3. Movable equipment should be regrouped from time to time to stimulate new use of it.

4. Provision should be made for quiet activities.

Note: Children should always be able to choose between active and less active outdoor activities.

5. Provision must be made for children to practice a variety of individual motor skills.

Note: Throughout the year, children should have many opportunities for climbing, running, jumping, crawling, lifting, pushing, pulling, etc.

6. Children should be free to choose from among a variety of possible activities.

7. Movable equipment should be set up before children arrive.

8. A half-day program should schedule a period of forty-five minutes to one hour for outdoor play.

9. A full-day program should schedule two periods of forty-five minutes to one hour for outdoor play---one in the morning and the other after nap time.

10. Adequate space should be provided; 75 to 100 sq. feet of outdoor space per child to allow freedom of movement and a variety of kinds of activity.

11. Play area should be enclosed by a fence that is substantial, high, does not invite climbing, and has child-proff exits.

12. A variety in surfacing should be provided: a soft, grassy area, a hard surfaced area, a rich soil area, and a small rock or gravel garden.

13. A balance of sunny and shaded areas should be provided.

14. Adequate storage area for movable equipment should also be available.

C. Providing Appropriate Guidance for Outdoor Play.

The teacher's role is not to limit and restrict outdoor play, but rather to extend and enrich it. Active play, problem-solving play, exploration of the world, and sensory satisfactions are all found outdoors. The learning possibilities are endless and can be extremely satisfying for both children and teachers.

1. Set and maintain limits that protect the safety of the children and the equipment.

Note: The teacher should define and give reasons for the limitations set---"Sand is for digging, not for throwing; it stings people's eyes."

2. Be alert to the entire playground situation at all times.

Note: Children must be supervised on the playground at all times. Even when talking or occupied with one child teachers should not turn their backs on or forget the group.

3. Supervise closely those areas where accidents are more likely to occur.

Example: More accidents occur when several children are climbing on a slide or jungle gym, or when the woodworking tools are being used.

4. Encourage each child to become more independent.

Example: Help children learn to pump themselves in the swing rather than depending on the teacher to push them.

5. Help children redirect their aggression in safe and more socially-acceptable ways.

Example: The child who is annoying others may be guided to the sandbox to dig, or to throwing balls, or to build a structure with the blocks, etc.

6. Limit the number of children in an area when necessary.

Example: If there are too many people on the jungle gym, there is more danger of accidents. The teacher should help some of the children find another suitable activity until there is more room on the gym.

7. Encourage sharing and taking turns.

Note: Children are more apt to share when there are enough materials and equipment and time in which to use them.

8. Encourage all children to progress at their own rates.

Note: Children should never be compared in their physical accomplishments. Each child develops at a different rate and should never have to compete with others.

9. Be ready to help children when they request help or to suggest a way they can help themselves.

10. Suggestions or comments related to the children's activities can extend their play.

11. Encourage children to explore the natural environment.

Note: Answering questions about worms or plants the children have found and encouraging them to observe things they have not noticed in the environment encourages explorations.

12. Permit the children to do as much as they can by themselves.

Note: Giving them too much help may result in their doing something that is beyond their level of skills.

CHAPTER V

THE ROLE OF THE TEACHER IN CHILDREN'S PLAY

RATIONALE

Play can be both recreational and educational in nature, depending upon the context in which it occurs. These need to be kept in balance in the preschool environment. The teacher who understands the nature and value of play, the principles of child growth and development, and some basic processes of children's learning can plan indoor and outdoor play so that it serves as a primary means for children's growth and learning. Play can also serve as an excellent medium for gaining information about individual children's development through skilled observation, which allows for teacher-planning to meet both individual and group needs.

ESSENTIAL CONTENT INFORMATION

I. Planning for Play:

A. Any activity that the children engage in the preschool program can be defined as play. This includes both indoor and outdoor activities.

B. In order to plan an effective play environment, a teacher must have a knowledge of children's developmental processes.

C. The teacher must also have a knowledge of the ways that children learn.

D. The teacher must also know the correct principles for arranging the physical space of indoor and outdoor play environments.

E. The teacher must have an understanding of the processes of children's play.

II. Organizing the Room for Play:

A. Arrange the room and organize the equipment into well-defined centers of interest.

B. Set up centers of interest which best utilize available space and minimize conflicts.

Example: Group noisy centers next to one another. Art centers should be close to a water source; the block area should not be located in a direct line of traffic.

C. Related centers should be near each other.

Example: Placing the blocks and housekeeping areas close to one another encourages the building of structures to supplement the housekeeping area.

D. Set up centers which suggest the play possibilities in that area.

Example: A shelf filled with blocks of various sizes and shapes, a few wooden transportation toys, and a set of miniature wooden or rubber human figures---all would indicate the types of play possible in that area.

E. Provide uncluttered storage space for materials used in each area.

Note: This makes it easier for the children to locate materials they need in their play and to return materials to their proper place during pick up; it can also help children develop concepts of classification and seriations.

III. Play Activities in Each Center of Interest:

A. Housekeeping Area.

1. Role play centered around the family.

2. Role play centered around various community helpers.

Note: The teacher can provide props to add interest to role play centered around the family by putting water in sink for dishwashing; providing tubs of water, soap, and towels for bathing dolls; providing play dough, cookie cutters, and rolling pins for "cookie" making. Also, the housekeeping area does not always have to stay the same; it could be converted easily into a store, hospital, post office, etc.

B. Art Center

1. Painting activities.

2. Woodworking.

3. Collage-making.

4. Cutting and pasting.

5. Coloring.

6. Water, sand, and mud play.

C. Block area.

1. Creating buildings, roads, bridges, farms, etc.

2. Creating structures to use for dramatic play.

Note: There should be both large and small unit blocks.

D. Manipulative area.

1. Putting puzzles together.

2. Using peg boards.

3. Stringing beads.

4. Creating designs with play tiles.

5. Flannel board with changing materials i.e., shapes, colors, animals, tools, seasonal pictures.

Note: These are only a few examples of activities possible in the manipulative area.

E. Science center.

1. Simple science experiments.

2. Examining natural materials.

Note: There should be a place to display what the children find at home or on a nature walk around the school.

3. Cooking experience.

4. Caring for and observing live animals.

F. Math center.

1. Number games.

2. Puzzles.

3. Peg boards.

Note: Math concepts can be learned in every center of interest; many of the materials which might be included in a separate math center could be provided in the manipulative area.

G. Music center.

1. Listening to records.

2. Creating dance.

3. Playing musical instruments.

H. Book area.

1. Looking at books.

2. Sitting and thinking.

3. Listening to recorded stories.

4. Flannel board stories.

Note: The book area should be located in the quietest part of the room and arranged to provide privacy for the individual child. A child who wants to sit quietly alone, or with another child, should have a quiet place provided.

IV. Organizing Materials for a Play Activity.

A. Select materials and equipment for each center of interest.

B. Select materials and equipment appropriate to the developmental needs of the children.

C. Prepare materials before the children arrive.

D. Place the materials in the proper center of interest.

Example: Puzzles are placed in the manipulative play area rather than in the block area.

E. Arrange the materials and equipment in an orderly, attractive way before the children arrive.

Note: There are two main reasons for this: first, children are more likely to want to play in an area when it is arranged attractively; second, children gain concepts of classification and seriation, for example, if materials are arranged according to use, size, or shape.

V. Initiating Children's Play.

A. Good planning by the teacher may be all that is necessary to initiate play.

B. If the children are having trouble getting into an activity, the teacher may enter into the activity with the children until they become involved with it. The teacher then leaves the situation.

C. Some specific activities can be initiated by having an experience related to the activity; for example a field trip to the supermarket would help initiate a dramatic play situation of "playing store."

VI. Guiding Children's Play.

A. There are certain situations in which it is wise for the teacher to intervene in the children's play.

1. When the learning quality of a play situation such as a dramatic play, block play, etc. can be enhanced.

2. When children engage in activities in which they could hurt themselves or others, such as cooking, woodworking, etc.

3. When children become engaged in arguments or fights that they cannot handle emotionally.

4. When children become emotionally overexcited to the extent that they cannot control their behavior.

5. When a child is having difficulty entering into a play situation. The child may be having difficult becoming involved with any activity or may have trouble entering a play situation with other children.

6. When children abuse the environment so that it is dangerous or detrimental to them.

B. Strategies for Guiding Play Activities.

1. Provide a model for the children by being a curious, eager investigator of the environment.

2. Limit the number of children playing in a single center of interest when necessary.

3. Modify the play situation by adding new materials when needed to enhance the quality of the play.

4. Encourage children to combine materials and equipment creatively to extend their play.

5. Remove materials which are not effective.

6. Help children develop their reasoning abilities by showing them an unexpected outcome of a particular line of reasoning.

7. Suggest ways for children to test their reasoning processes and thus enhance cognitive ability. Use statements or questions related to the child's activity to teach concepts.

8. Address questions, clarifications and suggestions to help clear up misconceptions or to encourage problem-solving.

9. Help children enter a play situation when appropriate by assigning them new roles within the situation or by assigning them tasks within a play situation; for example, "You seem to need someone to take your mail to the post office. Jerry could be the mail carrier and collect your mail."

10. Remember that children have a right to privacy and that a teacher needs to be sensitive to this right before trying to include one child in another's play situation.

11. Evaluating Children Through Play.

Skilled observation of children's play allows the teacher to informally assess the individual child's overall development and plan for both individual and group needs.

CHAPTER VI

ACTIVITY DEVELOPMENT

RATIONALE

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system the individual teacher can better organize his/her time to meet the individual needs of children.

When activity plans are written in a uniform fashion a volunteer, substitute, or aide can become familiar with what is being done. In addition, the file cards provide a useful reference for future teaching of young children.

ESSENTIAL CONTENT INFORMATION

I. Components of an activity card.

A. Curriculum Area: e.g., Science.

B. Topic: The theme or area of study, e.g., Plants.

C. Teacher Goal: The overall purpose of the learning activity.

D. Performance Objective: The behavior(s) that the child should be able to perform upon completion of the activity.

E. Materials: A listing of all the items needed for carrying out the activity.

F. Procedure: A sequential listing of all the steps involved in carrying out the activity.

G. Evaluation: A critique of the activity to see whether the performance objectives were accomplished. The evaluation would also include statements useful for future reference about how the activity could be improved, appropriateness to this group level, etc.

II. Setting Up the Activity Card File.

A. A Suggested Curriculum Division.

1. Art.
2. Body Skills.
3. Family.
4. Health.
5. Language.
6. Mathematics.
7. Music.
8. Nutrition.
9. Play.
10. Safety.
11. Science.
12. Self-Concept.
13. Social Science.

B. Procedures for Developing the Activity Card File.

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.

III. Activity File Card.

Reduced Sample:

Curriculum Area
(Topic)

Teacher Goal:

Objective(s):

Materials:

Procedures:

Evaluation:

SAMPLE ACTIVITY FILE CARD - PLAY

Curriculum Area

Play
Dramatic

Teacher Goal: Stimulate imagination.

Objective(s): Given an animal's name, each child will be able to act out, in his/her own way, the way the animal talks to its children.

Materials: None.

Procedures: Discuss activity. Demonstrate if necessary. Give each child an animal to act out. One by one let the children show how the animal talks to its children.

Evaluation: Children loved it. Many expressed feelings that they may feel at home. Discuss whether to use animal or people language.

CHAPTER VII

LEARNING ACTIVITIES

RESOURCE UNIT DEVELOPMENT

Develop a file of five (5) resource units for teaching various concepts of play. These units should be written on 5" x 8" cards for use with the activity file cards which specify the information for teaching the concepts.

Each resource unit will include the "Resource Unit Card" and "Activity File Cards" for teaching the concept. (Use the standard "Resource Unit Card" and the standard "Activity File Card" developed for the CDA program.)

TO BE TURNED IN:

Duplicates of the five "Resource Unit Cards."

NOTE: Activity File Cards to teach the concepts listed on the "Resource Unit Cards" should be developed, but are not to be turned in as a part of this assignment.

RESOURCE UNIT CARD

(Reduced Sample)

Learning Center:			Curriculum Area:		
Concept	Books, Stories, Films	Poems, Finger-plays	Songs, Rhythms, Records	Dramatic Play Themes	Outdoor Activities

(Reverse Side)

Learning Center:			Curriculum Area:		
Concept	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

PLAY RESOURCES INVENTORY

Take an inventory of the materials that you presently have in your room that can be used in the child's learning of play concepts. Write down at least ten of these. Then do the following with each of the ten items:

1. State the play concept that a child could learn with that item.

2. Briefly describe the way in which the item could be used (by the teacher or the child) for learning that play concept.

The format for this assignment is illustrated on the following page.

TO BE TURNED IN:

Your completed inventory form.

Material	Concept to be Learned	How the Item Will be Used for Learning

RESOURCE INVENTORY ADDITIONS

Refer to Learning Activity #2: Play Resource Inventory. Think of other materials that could be added to expand your play center, and write these down on the attached form.

Select ten of these items, and write beside each the play concept that could be taught and the way the item could be used for learning that concept.

TO BE TURNED IN:

Your completed Inventory Additions Form.

Material to be Added	Concept to be Learned	How the Item Will be Used for Learning

LEARNING CENTER - PLAY

Evaluate the learning center for play in your classroom according to the criteria listed on the attached form. If this center is not currently being used, evaluate it when it is in operation.

To complete the assignment, refer to the qualities found in a good learning center and your resource inventory.

TO BE TURNED IN:

The completed evaluation form of the learning center.

OBSERVATION GUIDE FOR LEARNING CENTERS

I. Interest Centers (general)

A. List the interest centers you see.
B. Are they easily identified? How?
C. Are the quiet centers separated away from the noisy areas?
D. Are they attractive and inviting?
E. Which has attracted the most children? Fewest?

II. Materials and Equipment

A. Is there a good variety?
B. Are materials available to the children?
C. Are they appropriate to the development needs of the children?

III. Pupil-Teacher Interaction

A. What is the pupil-teacher ratio?
B. Do the children behave well when the teacher is looking and badly when the teacher is not watching? Which ones?
C. Does the teacher ever physically express affection for the children?
D. Are concern and understanding expressed for the overly-aggressive child? Tell about it.
E. Are there any "loners" among the children? Who? Can you explain their behavior? Do you notice any adult interaction with these children?
F. Look for positive guidance techniques which are used.
G. How are transition times handled?

1. Is there an advance notice given?
2. Were the children lined up or did they move naturally under supervision?
3. How were the slower children handled?

IV. Play Learning Center

A. What learning centers are available?
B. Is there a play center?
C. Is it arranged as a distinct learning center within the environment?
D. Is it together or separate from similar areas?
E. Are there materials available for experiences in the play center?
F. Is the center arranged to allow the child to explore independently?
G. Is the center attractive and inviting?
H Is there anything in it that could serve to stimulate curiosity?
I. Are there currently play experiences for self-selected activities?
J. Are there currently-planned play experiences for group activities?
K. List all the equipment that you see in the play center. Are many children attracted to it? Can you suggest any additions or improvements?

V. Physical Setting

A. Draw a diagram of the room, locating all learning centers. Specifically note the placement of the play center.

B. What changes could be made in the room to improve the physical arrangement and utilization of the play center? Be specific.

ACTIVITY FILE CARDS

Develop at least five (5) activities for children in play. Use the uniform activity file card developed by the CDA program for writing up your activities.

(Reduced Sample Card)

Curriculum Area
(Topic)

Teacher Goal:

Objective(s):

Materials:

Procedures:

Evaluation:

TO BE TURNED IN:

Duplicates of the five activity cards, after the activities have been presented.

CONSTRUCTION OF VISUAL AIDS

A. Instructions

1. Construct a visual aid for play.

2. The visual aid will be used for teaching a concept from one of the activity file cards that you developed for Learning Activity #5.

B. Evaluation

After your visual aid has been used, evaluate it according to the following:

a. Effectiveness in teaching the stated goal and concepts for the content area, according to your activity file cards.

b. Attractiveness, durability, originality.

TO BE TURNED IN:

1. A neatly-written description and sketch of the visual aid.

2. A neatly-written description of your evaluation of the visual aid.

COMMUNITY VISITOR - PLAY

Invite a person in a play profession from your community to come to your center to talk about or teach some aspect of play. This person could be a recreation director, a little-league coach, a child psychologist, etc.

EVALUATION:

After the person has talked to your class, evaluate the effectiveness of the presentation according to the following:

1. Did the theme of the play professional's visit fit into your program for the week?

2. Did you prepare the children well enough beforehand so that they benefitted from the visit?

3. Did you prepare the professional for the visit so that he/she was able to communicate well with the children?

4. Give an example of one child's behavior which showed that he/she learned something from the guest.

5. Could you have done anything differently in preparing for your guest that would have made the visit more effective for the children?

6. What follow-up activities have you done to reinforce the principles or concepts presented by the visitor?

TO BE TURNED IN:

A written evaluation of the visit of a play professional to your classroom, which includes items 1 through 6 of Evaluation, plus any other important information.

PLANNING AND CONDUCTING A FIELD TRIP FOR YOUNG CHILDREN

All students are to plan and conduct a field trip for the various groups of preschool children by completing the following steps:

A. Select and plan a field trip appropriate for your group of preschool children, according to the criteria given for their learning of play concepts.

B. Write a report, in outline form, describing what you did for each step.

C. Fill out the safety checklist (attached).

D. Discuss, in a short paragraph, how your planning for the trip could have been improved.

TO BE TURNED IN:

1. A report, in outline form, on a field trip which you actually conducted with your children.

2. A short paragraph describing how your planning could have been improved.

3. Safety checklist.

HOW TO PLAN A FIELD TRIP

1. Decide on the purpose of the field trip (in this case, the children's learning of play concepts), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:

   a. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?

   b. Are the learning experiences to be gained appropriate for the age of the children?

   c. Is this an experience that the children have already had with their parents?

   d. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?

2. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain specific understandings, then list and clarify the objectives for the trip.

3. Select appropriate destination.

4. Obtain administrative approval. Investigate and observe school policies.

5. Contact the place to be visited. Get the name of your contact and discuss the following:

   a. Date
   b. Time of arrival
   c. Duration of trip
   d. Size of group (number of children and adults)
   e. Purpose of trip

6. Make a preliminary visit to gain a better understanding of what the location has to offer. Checklist for preliminary trip:

   a. Anticipate safety hazards
   b. Outline itinerary
   c. Obtain available materials (brochures, literature or pictures)
   d. Determine whether the site fulfills the purposes of the trip
   e. Make detailed plans

7. Confirm the trip by letter or telephone.

8. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":

   a. Date
   b. Time
   c. Destination
   d. Means of transportation
   e. The need for money, snack or sack lunch
   f. Appropriate clothing

9. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two (2) weeks ahead, even for five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. Every day let the children count up to see how many more days until the trip.

10. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages--with three-year-olds, one adult to two children; with four- and five-year-olds, one adult to four children.

11. Plan again with the children before departure. Use the following checklist:

    a. Dress (button-up, shoes tied)
    b. Name tags (if used)
    c. Behavior on bus or in cars
    d. Courtesy while there
    e. Safety rules
    f. Everyone go to the bathroom

12. After the trip:

    a. Make sure parents sign volunteer sheet.
    b. Talk about the trip with the children.
    c. Plan and execute follow-up learning activities.
    d. Make your own evaluation of the trip.

        1. Were questions (formulated before the trip) answered?
        2. Were there other questions that could have been asked, but were not?
        3. Did the trip meet your objectives?

    e. Write thank-you letter to the host.

SAFETY CHECKLIST FOR TEACHERS PLANNING AN EXCURSION

		YES	NO
1.	Did you plan the trip carefully with the class and with all adults accompanying the children?	____	____
2.	Did you make arrangements for the children to get to their homes safely if the trip should extend longer than planned?	____	____
3.	Are the drivers licensed, competent and insured? Are the vehicles in good condition and insured?	____	____
4.	Did you instruct the children about their conduct in a vehicle? (No moving around once vehicle starts, no hands or arms out windows, no throwing things out windows, remaining in seats.)	____	____
5.	Do children have proper means of identification? (Badge, ribbon, I.D. card, buddy system, group leader, patrols.)	____	____
6.	Do you plan a roll call at various times during the trip?	____	____
7.	Do you have enough adults to supervise the group?	____	____
8.	Do you have a first aid kit with you, and a person trained in administering first aid?	____	____
9.	Did you double check to make sure all pupils going on the trip have signed permission slips on file?	____	____
10.	Did you inform your children to dress for the occasion and for the weather?	____	____
11.	Will there be sufficient time to make the return trip during normal attendance time?	____	____

		YES	NO
12.	Did you make it clear to the group ahead of time that if anyone should be separated from the group, all should meet at a certain time and at a designated place?	____	____
13.	Have you made it clear that you will not permit undesirable behavior during the trip?	____	____
14.	Do you know what to do in event of accident or illness while on the trip?	____	____
15.	Have you checked loading and unloading areas?	____	____
16.	Has special provision been made for handicapped pupils?	____	____
17.	Have pupils made a code of safety for use on field trips?	____	____
18.	Have you planned an evaluation of the trip from the standpoint of safety?	____	____

MEETING INDIVIDUAL NEEDS THROUGH PLAY

Play activities have many purposes. It is the teacher's responsibility to develop and make available a variety of creative experiences to meet individual needs of children.

On the attached form, list the type activity, the need to be met, and the reason for selecting the activity for each type of child.

TO BE TURNED IN:

Your completed form.

Type Child	Activity	Need Met	Reason
Meticulous (concerned with staying clean)			
Withdrawn			
Non-Verbal			
Aggressive, Over-Active			
Skilled in Fine Motor Development			
Skilled in Large Motor Development			
Unskilled in Fine Motor Development			
Unskilled in Large Motor Development			

(Continued)

VALUES OF ACTIVITIES

Evaluate the five activities you completed in Learning Activity #5 according to the attached form.

TO BE TURNED IN:

Five completed forms on the activities.

VALUES OF ACTIVITIES

Activity Observed:_____

1. Of what value was this experience for the total development of the child? CHECK ONLY THOSE VALUES THAT THIS ACTIVITY WOULD PROVIDE FOR THE CHILD.

a.	Sensory experience	_____
b.	Exploration	_____
c.	Satisfaction and enjoyment	_____
d.	Self-expression	_____
e.	Manipulation	_____
f.	Emotional release	_____
g.	Exercise imagination and initiative	_____
h.	Good work habits	_____
i.	Learning experience	_____
j.	Skill and concentration	_____
k.	Eye-hand coordination	_____
l.	Harmony, rhythm and balance	_____
m.	Insight into own feelings	_____
n.	Development of large muscles	_____
o.	Development of small muscles	_____

2. Can you think of any other values that this activity could provide for young children? Please list.

3. For what age level do you think this activity is most appropriate? Why?

4. What variations of this activity could you use in your classroom? Please describe two.

   a.

   b.

EVALUATION OF

PLAY ACTIVITIES IN THE PROGRAM

Visit a child development or day care center and observe its activities relating to play. Evaluate what you observed according to the questions on the attached form.

TO BE TURNED IN:

Your completed form.

PLAY ACTIVITIES IN THE PROGRAM

EVALUATION

1. Did the play activities fit into the daily schedule in terms of active and quiet periods?

2. Did the activities involve the entire class, two or three small groups, one small group, or individual children only?

3. Were the children motivated? That is, did the teacher arouse their interest first?

4. Did each activity appear to be suitable to the developmental level of each child?

5. Did the teacher give needed help (as with how to handle tools), or enough structure to the activity, but not to the extent of unduly restricting creative expression?

6. Did the teacher use any direct guidance? Was it verbal or physical?

7. Did the teacher use any reinforcement techniques? Give exact quote.

8. Did the children appear to enjoy the activity?

9. Were they being creative? What evidence was there?

10. Were the children given an opportunity for exploration with the play medium?

11. Did the children appear to be getting satisfaction and enjoyment from this activity?

12. What other benefits can you name from this learning activity?

STORIES FOR PLAY

Select three children's stories which contain play concepts. Read these stories to your class and evaluate each one according to the following evaluation form.

TO BE TURNED IN:

Your completed evaluation forms.

EVALUATION

CHILDREN'S BOOKS

TITLE:
AUTHOR:
CONCEPT:

	Fair	Good	Excellent
Was it interesting?			
Was its length appropriate (5 to 15 minutes)?			
Were the pictures simple and appealing?			
How well did it teach the concept?			

Your comments:

TIME SAMPLE - OBSERVATION OF A CHILD AT PLAY

Observe a child for one hour during self-selected activities. On the attached form, record each activity engaged in by the child, length of time in the activity, type of play, value to the child and what you learned about the child from the observation of each activity.

TO BE TURNED IN:

The completed Time Sample Form of your observation.

TIME SAMPLE

Child's sex:
Age (in months):

Activity	Length of Time	Type Play	Value to Child	Observer's Comments

OBSTACLE COURSE

On the outdoor playground, construct an obstacle course for your children. Provide something for them to climb over, go around, crawl under or through, to jump over and to jump off, etc. In a game of "follow the leader," with yourself as leader, demonstrate for the children how to go through the obstacle course. Repeat, letting a child be the leader.

TO BE TURNED IN:

A description and/or sketch of the obstacle course and an evaluation of it.

1. How did the children react to it?

2. In what ways was it of value to them?

OBSERVATION OF DRAMATIC PLAY

Observe a group of children engaged in dramatic play. On the attached form, answer the questions concerning the activity.

TO BE TURNED IN:

Your completed form.

OBSERVATION OF DRAMATIC PLAY

1. What was the composition of the group?

2. What role did each child play?

3. What did each child do?

4. What comments were made by the children?

5. Of what value was the activity to the children?

6. What did you learn about the children?

CHAPTER VIII

SUPPLEMENTAL MATERIALS

PLAY

SUPPLEMENTAL MATERIALS

BOOKS

1. Aaron, D. and Bonnie P. Winawer.
   Child's Play, A Creative Approach to Playscapes for Today's Children.
   New York: Harper and Row, 1965.

2. Arnold, Arnold.
   The World Book of Children's Games.
   New York: World Publishing Company, 1972.

3. Engstrom, Georgianna.
   Play: The Child Strives Toward Self-Realization.
   Washington, D. C: National Association for the Education of Young Children, 1971.

4. Freidberg, M. P.
   Playgrounds for City Children.
   Washington, D. C: Association for Childhood Education International, 1969.

5. Gillies, Emily.
   Creative Dramatics for All Children.
   Washington, D. C: Association for Childhood Education International, 1973.

6. Gordon, Ira.
   Baby Learning Through Baby Play.
   New York: St. Martin's Press, 1970.

7. Gordon, Ira.
   Child Learning Through Child Play.
   New York: St. Martin's Press, 1972.

8. Hildebrand, Verna.
   Guiding Young Children.
   New York: Macmillan, 1975.

9. Jameson, Kenneth and Pat Kidd.
Preschool Play.
New York: Van Nostrand Reinhold Company, 1974.

10. Markum, Patricia.
Play: Children's Business and a Guide to Play Materials.
Washington, D. C: Association for Childhood Education International, 1974.

11. Marzollo, Jean and Janice Lloyd.
Learning Through Play.
New York: Harper and Row Publishing Company, 1972.

12. Matterson, Elizabeth.
Games for the Very Young.
New York: Heritage Press, 1971.

13. Matterson, Elizabeth.
Play and Playthings for the Preschool Child.
Baltimore, Maryland: Penguin Books, 1967.

14. Noble, Judith.
Games Children Play and Learn From.
Dubuque, Iowa: Kendall/Hunt Publishing Company, 1973.

15. Physical Education for Children's Healthful Living.
Washington, D. C: Association for Childhood Education International, 1968.

16. Play: Children's Business.
Washington, D. C: Association for Childhood Education International, 1974.

17. Playscapes.
Washington, D. C: Association for Childhood Education International, 1973.

18. Smilansky, S.
The Effects of Socio-dramatic Play on Disadvantaged Children.
New York: John Wiley and Sons, 1968.

19. Sponseller, Doris (Editor).
Play as a Learning Medium.
Washington, D. C: National Association for the Education of Young Children, 1974.

20. Stone, Jeanette Galambos.
Play and Playgrounds.
Washington, D. C: National Association for the Education of Young Children, 1970.

21. Woods, Margaret.
Wonderwork: Creative Experiences for the Young Child.
Buffalo, New York: DOK Publishing, 1970.

PAMPHLETS: MAJOR SOURCES

Association for Childhood Education International
3615 Wisconsin Avenue N. W.
Washington, D. C. 20016

1. Bits and Pieces - Imaginative Uses for Children's Learning.
   $1.25

2. Color Book Craze.
   $ .25

3. Creating With Materials for Work and Play.
   $2.00

4. Equipment and Supplies.

5. Games Enjoyed by Children Around the World.
   $ .50

6. Play is Valid.
   $ .35

Bank Street College of Education
610 West 112th Street
New York, New York 10025

7. Packet for Nursery School Teachers.

8. Second Packet for Nursery Teachers.

Day Care and Child Development Council
1012 14th Street N. W.
Washington, D. C. 20005

9. Easy-To-Do Toys and Activities for Infants and Toddlers.
$1.50

National Association for the Education of Young Children
1834 Connecticut Avenue N. W.
Washington, D. C. 20009

10. Let's Play Outdoors.
$1.00

Simon and Schuster
630 Fifth Avenue
New York, New York 10020

11. Your Child's Play: How to Help Your Child Reap the Full Benefits of Creative Play.

U. S. Department of Health, Education and Welfare
Office of Human Development
OCD
Washington, D. C. 20201

12. Fun in the Making.

AUDIO-VISUAL RESOURCES

FILMS

Brandon Films
34 MacQuesten Parkway South
Mt. Vernon, New York 10000

1. Finger Games #1. Rental: $5.00
   B/W, 10 minutes
   An instructional film on techniques and varieties of finger games popular with children.

2. Toys on a Field of Blue. Rental: $7.50
   B/W, 20 minutes.
   Provides insight into a type of child's play by showing children playing war games.

Campus Films
20 West 46th Street
New York, New York 10017

3. Dramatic Play: An Integrative Process for Learning.
   Color, 32 minutes.
   Shows the range and possibilities of dramatic play, and the role of the teacher in facilitating learning.

Modern Talking Picture Service
1411 Slocum Street
Dallas, Texas 75207

4. Early Expressionists.
   Color, 15 minutes.
   MTP #9133.
   Depicts two four-year-old children recording their spontaneous movements with various art media.

5. Organizing Free Play.
B/W, 22 minutes.
MTP #9053
Focuses on free play to discuss what it is, its purpose and the teacher's role.

New York University Film Library
26 Washington Place
New York, New York 10003

6. Blocks: A Medium of Perceptual Learning. Rental: $20.00
Color, 17 minutes.
Shows young children engaged in block play; narration discusses inherent learnings in block play.

7. The Child at Play. Rental: $8.00
B/W, 18 minutes.
Depicts one child in three play situations: three-year-old/therapist/toys; three-year-old/playroom/other children; three-year-old/friend.

8. Children's Play. Rental: $9.00
B/W, 27 minutes.
Shows different types of play and the implications of such activity.

9. Understanding Children's Play. Rental: $7.00
B/W, 11 minutes.
Shows various types of play in a nursery school setting, and emphasizes the importance of skilled observation.

10. Waterplay for Teaching Young Children. Rental: $20.00
B/W, 11 minutes.
Varied preschool settings are used to help clarify the role of adults in waterplay; the role of waterplay is raised.

FILMSTRIPS

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

1. Play and Self-Expression. Series Price: $58.00
   Set of five color filmstrips and cassettes. Stresses the importance of play to healthy development, creativity, learning and socialization. Covers play situations in which adult supervision is required and the types of play appropriate for different ages.

CASSETTE TAPES

Child Care Information Center
532 Settlers Landing Road
P. O. Box 548
Hampton, Virginia 23669

When ordering, give tape number, title and author.

1. Cognition and Play. $2.50
   Frost, Joe.
   95-23
   Discusses the importance of play as an avenue for cognitive development.

2. Piaget's Research Concerning Play. $2.50
   Lamb, Beth.
   95-08
   Defines and describes play, and examines Piaget's research to determine the role of play in the development of thought processes.

3. Play a la Piaget. $2.50
   Howard, Eugene.
   95-19
   Discusses factors which determine whether play is of high or low value in the child's development.

4. The Purpose of Play for the Child Today. $2.50
   Greenberg, Polly.
   96-48
   Discusses the many reasons the children play and the methods of using play constructively.